

COURSE	TITLE	DESCRIPTION
CUIN 554	Models of Effective Teaching	This course is designed to assist teachers in expanding their repertoire of best practices, instructional skills, and strategies as they examine models of teaching through reflection and critical inquiry.
CUIN 560	Theoretical Bases for Teaching & Learning	This course examines the nature and function of educational theories basic to the design and implementation of curriculum, teaching, and learning experiences. The focus is on models, strategies, and skills that apply to teaching in all subject areas and at all grade levels. A sixteen (16) hour practicum experience is required.
CUIN 606	Instructional Strategies & Methods for Instructional Teaching	This course provides teachers with research-based pedagogical theory and practical strategies for instruction. The major focus is on utilization of effective instructional models to improve the probability of student achievement. A secondary focus involving the utilization of effective instructional strategies for reading instruction in grades K-12 are also addressed. A fifteen (15) hour classroom practicum in the certification area is required.
CUIN 690	Collaborative Action Research – Part I	This course will introduce the process of collaborative action research, a practical approach to research for the practicing educator. A differentiation will be made between action research and traditional empirical research. Basic research assumptions and concepts in the social behavioral sciences will be discussed. General principles of research design, descriptive statistics, research models, and data collection methodology will be emphasized. The course will culminate with the identification of a focused research topic, a research question or hypotheses based on a classroom problem, a limited review of the literature on current educational practices on the topic, and the development of a research proposal.
CUIN 691	Collaborative Action Research – Part II	This course is designed to assist the student with refining the research topic identified in CUIN 690 while focusing on the written form of communicating ideas and information. Individuals who teach or manage groups must be proficient in sharing ideas and information both verbally and in writing. The student will define further the problem and the methodology. Emphasis is placed on assisting the student in continuing and expanding the knowledge base related to an action research project. An extended literature review will be conducted. Explicit attention will be given to data collection, reporting and interpretation. Implications and recommendations for the application of the findings will constitute a significant aspect of the report. The final product will be the Master's Thesis Paper based on the writing style of the American Psychological Association. (APA).
EDUC 537	Developmental Bases of Behavior	Theories of neurophysiology, biochemistry of learning, and psychological principles of development are examined as they apply to normally developing and exceptional individuals. Through study of these interrelated topics, insights are gained which will lead to a more complete understanding of all learning as it applies to a variety of exceptionalities as

		well as the non-handicapped learner.
EDUC 581	Statistics in Social and Behavioral Sciences	This course provides an in-depth study of the fundamentals of the descriptive statistics involving tabulating, depicting, and describing collections of data; measures of central tendency; measures of variability; theories of the normal curve and probability; ;and correlation and regressions.
EDUC 603	Assessing Student Performance	This course is designed to help teachers learn about and use some of the many strategies available to assess student achievement at different stages of development, and use the assessment results to plan for and provide appropriate instruction.
EDUC 646	Human Relations and Interpersonal Communication	This course emphasizes the role of effective human relations with students, their caregivers, and the community. Various modes of organizational communication and strategies for effective transmission of information within all segments of the school's organizational structure are also emphasized
EDUC 655	Supervision of Instruction	This course is designed to provide prospective school administrators with an internship experience that will sharpen their skills in the performance of major administrative functions such as planning, programming, scheduling, staffing, curriculum designing, evaluating and budgeting in the context of actual school settings under the supervision of veteran school administrators. The administrative interns will be expected to participate in generating specific projects which will incorporate newly acquired administrative competencies.
EDUC 667	Internship in Education Administration	This course emphasizes principles of supervisory management. Critical supervisory skills are stressed including: planning, delegating, communicating, budgeting, and evaluating. Case studies demonstrating a variety of decision making strategies are incorporated
EDUC 701	School Law	The course analyzes school-related legislation over the past fifty years and its impact on current school policies and practices. Key judicial decisions are also reviewed and discussed relevant to their effect on educational practices, teachers, and students.
EDUC 705	Strategies for Curriculum Development	This course analyzes and defines the framework for the development of relevant curricula. The planning, development, implementation, and evaluation of curricular models are investigated.
EDUC 707	Administration of Education Programs	This course involves a study of administrative theory, administrative styles, and administrative function. Also investigated is the role of the communication process as the foundation of effective school administration as analyzed within the various organizational structures found in varied school systems.
REED 501	Teaching Reading in the Content Area I	This course is designed to assist teacher candidates and in-service teachers in describing the interactive nature of the reading process in the content areas. Emphasis will be placed on demonstrating the use of effective strategies for instruction and enhancing motivation for reading
REED 502	Teaching Reading in the Content Area II (for secondary Educators)	This Course is designed to explore the nature of the reading process and design and use effective strategies for meeting the literacy demands of a diverse secondary school population. A variety of vocabulary comprehension and

		study strategies will be presented to aid students in becoming independent readers who can respond to texts by applying a variety of appropriate strategies to construct, extend, and examine meaning.
REED 504	Processes & Acquisition of Reading Skills	This performance-based course explores the process of language acquisition and development as it relates to the interactive nature of the reading process. Supporting topics include phonemic awareness, phonics, brain research and cognition.
REED 505	Strategies & Materials for Reading instruction	This course provides exposure to a variety of materials for reading instruction. Students will identify, use and evaluate assorted text and technology to be used for the following purposes of reading: Reading to be Informed, Reading to Perform a Task and Reading for Literary Experiences. Students will explore relationships with parents and community literacy leaders as plans are made to develop independent readers.
REED 508	Reading & Literacy Instruction in Early Childhood & Elementary Grades	This course examines the requirements of a balanced literacy program within the context of a well-established, well-managed, organized classroom environment. Additionally, a variety of word recognition, comprehension, and intervention strategies will be provided.
REED 603	Diagnostic Teaching of Reading	This course provides experiences with a variety of assessment procedures and techniques for identifying reading problems. Students will experience practical ways to address the diagnosed needs with appropriate instructional responses in the classroom and at home.
REED 606	Internship in Urban Literacy	The internship in Urban Literacy is the CAPSTONE experience for this program. The purpose of this course/experience is to apply to the dynamic fluidity of an urban classroom setting the concepts and theories offered in the program. Interns will demonstrate psychological, sociological and linguistic knowledge as they assess, diagnose and evaluate the needs, challenges and strengths of K-12 students. Interns will use the findings of assessment and diagnostic procedures to construct developmentally appropriate and context-specific instructional and experiential responses. The targeted population for this experience will be urban K-12 students who present a range of difficulties and competencies in reading ability.
SPED 501	Curriculum Development for Learners with Mild and Moderate Disabilities for Students in the Elementary/Middle Grades	This course provides a critical survey of the problems and issues related to the development of function and appropriate curricula for learners with mild and moderate disabilities in the elementary/middle grades
SPED 503	Diagnostic Teaching of Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades	This course reviews the assumptions and objectives of formal tests intelligence, physical ability, academic achievement, and personality as they are used with exceptional children. Students acquire observational and reporting skills, enabling them to use informal tests and techniques to determine and individualized objectives and programs for learners with mild and moderate disabilities in the elementary/middle grades.

SPED 505	Seminar in Diagnostic Teaching of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades	This course provides a seminar experience in designing annual goals, instructional objectives, evaluation strategies, and other elements in the IEP process. Emphasis is placed on elementary/middle grade students with diverse learners with mild and moderate disabilities.
SPED 521	Teaching Cognitive, Self-Care, Motor, & Prevocational Skills	This course surveys current program adaptations and methodological approaches for teaching cognitive, self-care, motor, and prevocational skills to learners with mild and moderate disabilities in the elementary/middle grades
SPED 531	Teaching Mild/Moderate Disabled with Academic Discrepancies, Language & Learning Disabilities in Elementary/Middle Grades	This course provides experiences in teaching and writing Individualized Education Programs (IEPs) for learners with academic discrepancies and language and learning disabilities. The course also includes a survey of methods and materials developed for use with this population of learners in the elementary and middle grades. Specialized methods of evaluation and team relationships are also emphasized as is the design of remedial programs.
SPED 587	Teaching Learners with Exceptionalities in the Regular Classroom	This course analyses classic and current research findings pertinent to physical education for students with disabilities. Major issues related to competencies of adapted physical educators, theoretical foundations of adapted physical education, and general service delivery of adapted physical education will be deeply studied in this course
SPED 655	Supervised Practicum I: Elementary Grades	A practicum experience in which the student demonstrates specified competencies on the job or in the field teaching/learning conditions relevant to students with mild and/or moderate disabilities in the elementary grades. A minimum of 15 weeks of classroom experiences is required.
SPED 656	Supervised Practicum II: Middle Grades	A practicum experience in which the student demonstrates specified competencies on the job or in the field teaching/learning conditions relevant to students with mild and/or moderate disabilities in the middle grades. A minimum of 15 weeks of classroom experiences is required.